Background
One Mile SS opened in 1869 and is a P – 7 primary school located on the south-east side of Gympie in the Sunshine Coast Region. It has an enrolment of 472 students including 19 students who are supported by Special Education support staff. The school has very strong community links and is well known in the district for its warm, supportive school culture, high quality teaching and beautiful school environment. Parents, staff members and students work together to ensure that every child develops to their full potential, hence the school motto of ‘Discover the Gold Within’.

Commendations:
- The leadership team has framed a clear improvement agenda focused on improved learning outcomes for students in English and mathematics through a data driven, intervention process.
- The Principal and the school improvement team members have transformed the way teachers work in terms of building shared responsibility, personal accountability and the alignment of teaching and learning practices from a whole school perspective.
- The school ethos is built around high expectations of curriculum delivery by teachers and student learning outcomes.
- A strong collegial and community culture has been established which provides a strong platform for ongoing school improvement reform.
- The school curriculum framework and overview documents are of very high quality and provide a sound basis for more detailed planning.

Affirmations:
- Since the previous Teaching and Learning Audit improvements have been made in the domains An Explicit Improvement Agenda and Analysis and Discussion of Data.
- The work of the specialist Science and Learning Enrichment teacher is to be highly commended. She provides a strong model for further work in mainstream classrooms for supporting students achieving in the upper two bands and for differentiating learning across all key learning areas (KLAs) over time.
- The recently developed One Mile SS pedagogical framework and teacher professional learning journal along with the introduction of the Art and Science of Teaching (ASOT) provides a sound platform for the ongoing development of teaching and learning practices in the school.
- The EARLYACT leadership program is highly valued by the school community and allows student leaders to model the importance of being a global citizen and giving back to the community.

Recommendations:
- Use the Quadrennial School Review process to scope the details of the ongoing improvement agenda, including the provision of targets and timelines for the introduction of key initiatives.
- Continue to build leadership density and ownership of the improvement agenda by inviting teachers to lead key components of the school plan.
- Continue to embed school wide intervention processes in relation to English, mathematics and science, with a particular focus on tracking student progress through shorter cycles of intervention.
- Continue to build a broader range of teaching and learning strategies to support differentiation and further develop the use of goal setting by sharing of best practice through teachers visiting each others’ classrooms.
- Continue to build teachers’ data literacy skills and teachers’ ability to take action and monitor the progress of students with their learning.
- Plan and develop whole school strategies that provide feedback to teachers on their classroom practices, which is supported by modelling and coaching.
- Consider exploring partnerships with nearby high schools to enhance the existing enrichment and extension programs for students achieving in the upper two bands.
- Develop teacher strategies to provide timely feedback to students to guide their learning.